**Student Response Systems**

Educators have an extreme responsibility to track behaviors, social issues, and academic progress of each student. In order to meet students where they are there has to be circumstantial evidence of their abilities. Sure observational assessments are made daily, however, the testing protocol that occurs requires students choosing from multiple choice options. Therefore, teachers have to justify a student meeting the requirements of each grade. This can be a daunting task to create assessments, allot time to take the tests, grade each test, then analyze each to check for progress made or where re-teaching may need to take place for each students. However, with the recent innovation of student response systems teachers are able to do all of the above from a few clicks of a mouse.

Student response systems have a designated question bank that is teacher approved questions related to specific skills. A teacher can go in and choose questions to ask the students to gauge their understanding. Students will each have their own “clicker” that they can enter their answer choice on each question. Teachers an instantly see the students answers and offer feedback while it is fresh on their minds having just selected their answers. After the test, the teacher can print out a report that will show what each student answered on each question, or what students need re-teaching on what skills. However, rather than just see an “after lesson” assessment, teachers can implement a short question assessment at the beginning of the lesson to see what students already know or after the initial introduction of the lesson to see what students understood at that moment. Caldwell addresses this idea as a way to help “the students focus and settle down at the start of class” (p. 12, 2007). Caldwell also reported on a Biology teacher that found the students were not able to properly find an answer to a particular problem that they were able to recall out loud (2007). With such information teachers are able to move their lesson in a specific way that the students instantly need at that very moment by a click of a device. The time saved for the teacher and the valuable input the student receives makes this an invaluable innovation.

The student response systems offer more to my teaching than do the other two options I chose; SMART Board and the iPad. I can easily use a variety of innovations to deliver a lesson or instruct the students to try out different innovations to show their learning. However, I do not have access to a SMART Board for each child to use on any given day, nor do I have a class set of iPads for each child to manipulate. The student response system is easily affordable and class sets of clickers are available. Student response systems are usable with every tested skill and offer me an instant report of what I need to do next with each student.

Reference

Caldwell, J.E. (2007). Clickers in the Large Classroom: Current Research and Best-Practice Tips. Retrieved on March 18, 2012 from http://archive.alt.ac.uk/newsletter.alt.ac.uk/www.lifescied.org/cgi/reprint/6/1/9.pdf